Leeds Trinity University

Signature Pedagogies ITAP Subject Reflection

Presentation for School of Education UCET conference 11th November 2025

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The work also involved ; -

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This session will outline an action research project exploring the experiences of trainees when undertaking an ITAP on signature pedagogies, with the intention of further improving the practice of ITAP delivery.

- Introduction into the rationale behind the design of the ITAPs at LTU
- Explanation of the research undertaken
- Conclusions and future work of the study
- Open Questions
- Discussion on ITAP experiences from the floor

The LTU approach to ITAPs

- Opportunity to reflect on areas of practice which require intensive input, inquiry and discussion.
- Integrate expert input from the training provider and practical school-based sessions to focus on areas of professional practice
- Informed by Clarke and Hollinsworth's 'Change Environment' model (2002), which suggests that learning needs to happen through the interplay of multiple domains.
- Each ITAP requires trainees to complete a reflective booklet over several centre-based sessions and during placement.
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ITAP 3 =Adaptive teaching

ITAP Structure

Summary of key takeaways from reading to discuss with Mentor and subject Lead Mentor	
How did the teacher use modelling?	
How did the teacher ask / answer questions from the pupils?	
How did the teacher gradually release responsibility to the pupils?	
Note an example of something you might use modelling in a similar lesson.	

3a. What are your key takeaways about planning in relation to modelling from the SKAP session?

Note down some key takeaways from SKAP this week. How have your ideas about modelling changed due to this SKAP session? What ideas do you now have about your learning episode? You should add some notes to your Development Record as well.

7b. Final Reflections

The final step of the ITAP is for you to reflect on how your thinking has changed over the course of this process. **How have you used the four domains (personal, external, practice, consequences) to reflect upon and develop your teaching of modelling?**

Figure 1. The Interconnected Model of Teacher Professional Growth (Image adapted from Clarke & Hollingsworth, 2002).

ITAP 2 – Signature Pedagogies

- 2nd ITAP started in week 4, concludes week 9
- Common approach with each Subject tutor selecting the most appropriate Pedagogy
- Underpinned by Clarke and Hollingsworth's 'Change Environment' model (2002)
- Adapted from Shulman's (2005) later work, Surface, Deep and Implicit structures.
- This work seeks to compare trainee experience with a view to future improvements

Timing	Step	Location
Friday Week 4	1. **SKAP ITAP: An introduction to the Signature Pedagogies ITAP.**	University 0.5 days
During Week 5	2. **School Based ITAP: Exploring Modelling in context.** a. Targeted lesson observations. b. Targeted professional research / discussions. c. Targeted reading.	School 1 day equiv. across two weeks
Friday Week 5	3. **SKAP ITAP: How we teach Computing** a. Modelling, semantic waves and PRIMM b. Setting up the planning of the learning episode for school.	University 1 day
During Week 6 & Week 7	4. **School Based ITAP: Preparing the learning episode.** a. Professional discussions about the choice of learning episode. b. Additional reading and research. c. Planning the learning episode.	School 1 day equiv. across two weeks
Friday Week 7	5. **SKAP ITAP: Sharing planning and directed practice.** a. Peer sharing and review of plans for the learning episode. b. Opportunities to practise approaches.	University 0.5 days
During Week 9	6. **School Based ITAP: Delivering and evaluating the learning episode.** a. Delivery of the learning episode. b. Feedback and discussions with the Mentor / Host Teacher. c. Review in light of literature and discussions.	School ½ day equiv. across the week
Friday Week 9	7. **SKAP ITAP: Reviewing the Signature Pedagogies ITAP** a. Peer sharing and review of key learning points from the ITAP. b. Consideration of amendments and improvements.	University 0.5 days

Surface Structures

- Observed approaches being used in teaching and learning

Deep Structures

- Decisions about the most appropriate ways for teaching substantive and disciplinary knowledge and developing critical thinking.

Implicit Structures

- Moral dimensions of learning and subject tensions.

Research Methodology

An action research approach was taken with the intention of understanding the lived experience of trainees as seen through the reflexivity of the subject tutors. Seeking to improve practice.

> *"It is a systematic approach to investigation that enables people to find effective solutions when investigating complex social phenomena" (Stringer, 2014,p.6)*

Research Aim 1

- To compare the experiences of trainees and subject tutors across different subjects in the completion of the signature pedagogies ITAP.

Research Aim 2

- To understand how the ITAP on signature pedagogies can be further improved.

1. What is the signature pedagogy for your subject and what is the rationale for this choice?	**2. How did the trainees interact with the ITAP, both at LTU and in their school placement?**	**3. What did the trainees get out of the ITAP?**
4. How far have they used the C&H model?	**5. How can we determine what makes a good ITAP response?**	**6. As a subject tutor how are we using the responses?**

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What are the signature pedagogies selected for each subject?

The choice of subject-specific pedagogy was made by the subject specialist.



Computer Science Modelling



History Using Sources



English Reading: the teaching of how to respond to texts



Business Using Case Studies



Religious Studies Using lenses

Computing: Modelling (I do, we do, you do)

- The research on pedagogy in computing is at an embryonic stage. Raspberry Pi has identified 'The ways we teach Computing.' The choice was made to focus on modelling, in particular the I do, We do, You do approach.
  - Surface: an effective way to demonstrate a skill or process.
  - Deep: Opportunities to address misconceptions, class control, adaptation & feedback.
  - Implicit: Allows for success for all.
- The ability [illegible] onstration essential fo[illegible]lps with th class contr[illegible]art of thei
- Trainees m[illegible]mming les not approp[illegible]TAP sessi as semanti[illegible]vave[illegible]nd p[illegible]pr[illegible]mming.



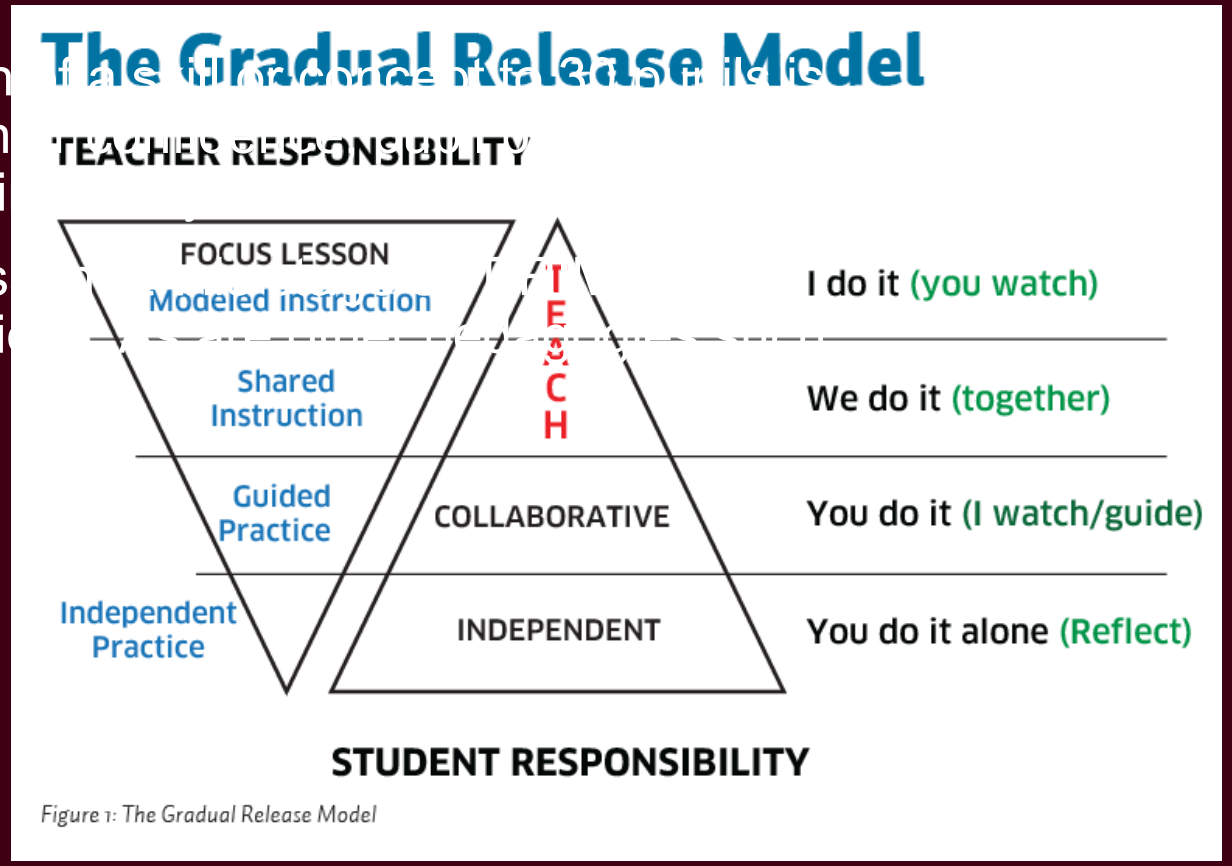


Figure 1: The Gradual Release Model

Business Studies: Using Case Studies

A fundamental part of Business studies, and their effective use is critical for pupil progress

A good case study showcases issues to be theoretically considered alongside disciplinary assumptions whilst highlighting the complexities of the reality of the business world (Golich et al, 2000).

Promote the introduction and development of interconnected themes and requirements in the business curriculum, facilitating pupils to learn a professional business mindset (Pascall, 2022)

Initially, trainees tend to focus on the engagement aspect of case studies, but their value extends far beyond this, including reducing cognitive load, providing a vehicle to link core and threshold concepts, developing written, oral literacy and research skills, developing disciplinary skills through developing chains of reasoning and provides a vehicle for formative and summative assessment.

Creating a realistic case study ensures pupils appropriately act as decisions makers, a role they must adopt to demonstrate critical thinking and justify viewpoints.

History: Using Sources in Class

Why this focus?

- Fundamental building block of historical understanding – ethical dimension
- Common area of weakness for pupils (and teachers)
- Well suited to short tasks as well as longer ones – building interest/curiosity, etc.
- Opened up discussions about teaching using sources in schools

Stage 1: Comprehension

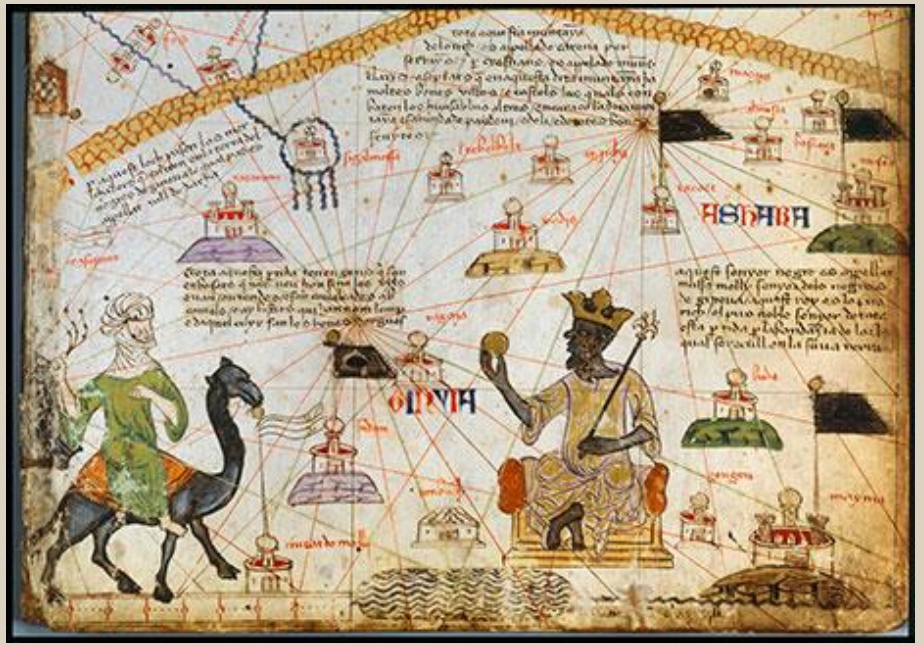
- Observation / drawing inferences / connecting with context
- Identifying elements which help us address our own questions – turning sources into evidence to answer questions related to historical content.

Stage 2: Analysis

- Critically considering the sources – how well do they operate as evidence for the questions at hand? Are there inconsistencies?
- Considering provenance issue and the impact of these on the source as evidence for a given enquiry

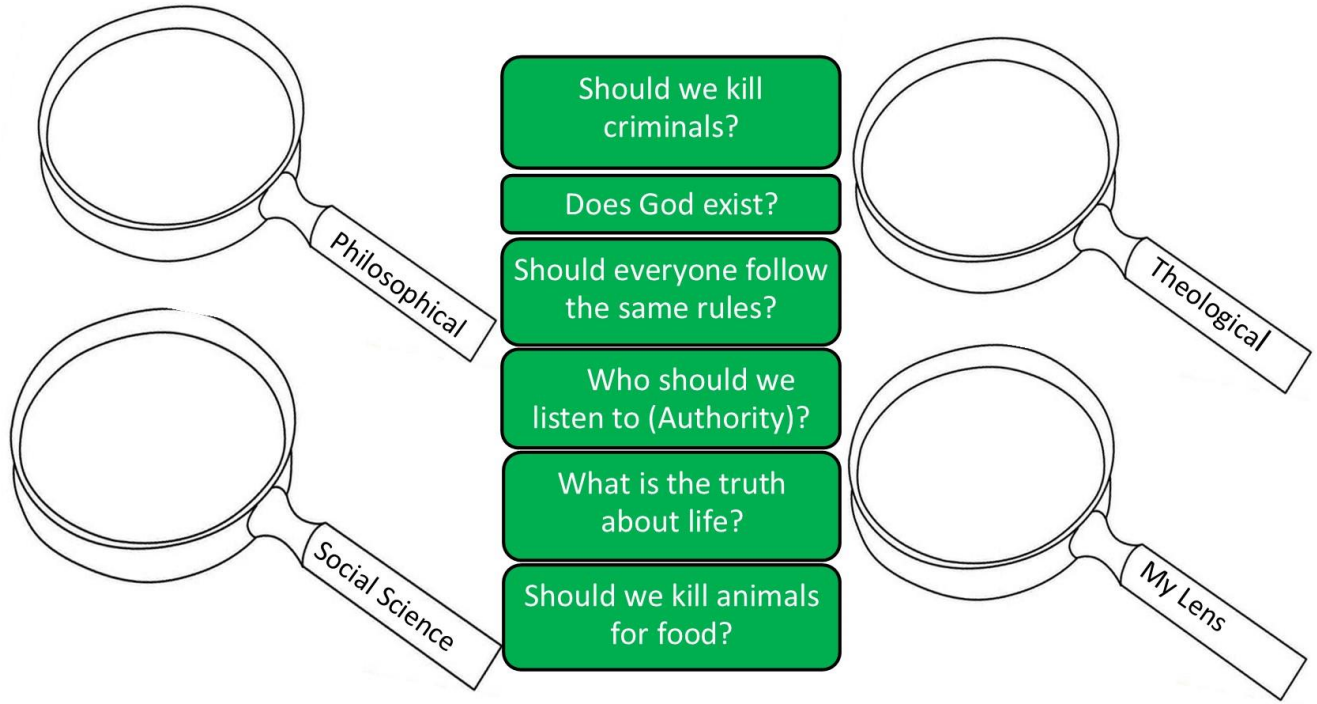
Stage 3: Evaluative Application

- Looking for value in sources and repurposing them as new evidence – understanding the process of historical construction
- Using language of uncertainty to build accounts from conflicting sources.



RE: Lenses approach to teaching RE

- Prevalent in the RE community currently.
- Plans tasks though lenses of theology, philosophy and human social sciences.
- Broad enough that I could be sure that students would encounter this during their ITAP 2 block of time.
- This approach would engage students in recent developments within the subject community and ensure they approach their planning and teaching with significant depth.



English - How do we teach students to respond to texts?

Each placement school or MAT will have its own structured approach to encourage students to respond in detail to what they are reading in class

The ITAP encouraged close observation of what, when and how such approaches were being used by host teachers, and what kinds of student knowledge and understanding they might allow the teacher to see

How teachers did and might conceptualise 'reader response' and 'cultural capital' were also explored in relation to reading

This choice of focus helped trainees to link micro-, classroom level choices and practice with wider disciplinary debates and the history of the teaching of English



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How did the trainees interact with the ITAP, both at LTU and in their school placement?

Levels of Engagement

	Several gaps	Good standard	Very good standard
Computing	1	4	3
Business	0	5	1
History	2	5	4
RE	2	2	3
English	2	8	4
Total	7	24	15

RE : where mentors were familiar with this approach and relevant literature the ITAP was far more rewarding for trainees than where this was not the case which resulted in a variety or responses

Business : Stronger responses indicated trainees valuing this ITAP as part of their learning with weaker responses more procedural.

History : Mentor input more variable – some obs and feedback very surface, some much deeper – this mattered most for weaker trainees / those who read less

English: stronger responses indicated detailed engagement with debates about teaching reading in relation to school settings; weaker responses hinted at an 'institutional compliance' approach.

Computing: The trainees often changed their view of modelling from being a simple process of demonstration to actively involving pupils in the process with the need for careful dialogic talk which helps with engagement, behaviour management and pupil resilience.

What did the trainees get out of the ITAP?

- Ring-fenced space to look at a specific pedagogy and its related questions and challenges: 'absorption time' i.e. in History 'an opportunity to wrestle with the use of sources'
- A supported opportunity to explore current research and pedagogical literature and its immediate relevance in the classroom (a useful prelude to later Level 7 work)
- Peer discussions and reflections of each other's episodes made a spectrum of approaches visible and provided a range of ideas to take back to the classroom
- A chance to articulate shifts in understanding and therefore enhanced awareness of their own development



ITAP 2: SIGNATURE PEDAGOGIES

PGCE Secondary

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How far have the trainees used the C&H model?

- Some didn’t buy into it, possibly too early in the year, for others a little abstract, some used it very effectively
- Strong responses considered the impact of different domains
    - *'I tried to implement source work which acted as both a form of raising substantive knowledge while also introducing disciplinary concepts around source analysis and the fundamental distinction between sources and historical evidence' (domain of practice & professional experimentation) ‘*
    - *'Through Clarke and Hollingsworth’s model, I can see how my beliefs (Personal Domain) changed through the ideas I encountered in ITAP (External Domain), my experience in the classroom (Domain of Practice), and what I learned from reflecting on the outcomes (Domain of Consequence)’*
- Less strong trainees do not reflect as critically upon what has enabled their professional growth mainly offering reflections on what they had learnt without considering how.

Subject Tutor initial reflections on the C&H model

- Tutors are still working on explaining and implementing this model and have focused more on this this year
  - *'I'm not sure I was super-skilled at explaining C+H and will work on improving this next year – I do think that at this early stage in the year some may have bracketed it under 'Somewhat Irrelevant Abstract Theory' and not therefore locked on to its value. It might be interesting to use real or fictional samples or narratives next year to help illuminate it for all in the group.'*
  - *'I need to build this in more next year so they understand it enough to apply. Most evaluative comments were generally about how much they have moved on rather than analysing what has facilitated their progress.'*

How can we determine what makes a good ITAP response?

Where Trainees…

- Provided quality rather than quantity & reflective.
- Engaged with each step, completed reading, discussing with mentor and completing observations.
- Interacted with others in the group and took on board feedback.
- Went beyond the surface structures and looked at the deep and implicit structures.

As a Subject Tutor how are we using the responses?

Changes to our practice

- We all agreed it would make us think more about how we could run a focus on this pedagogy throughout the year for trainees rather than just covering it here and then parking it. Aim would be to consistently make them think about what makes good subject teaching – this gives us a focus for some spiral learning throughout the year.

Mentor training and engagement

- There was a variation in the extent to which the mentors actively engage in discussions, reasons for this include available time, the need for more training and the development of an understanding of the theory behind the ITAP.
- We are considering how we support school mentors more in the future to engage with the signature pedagogy.

Trainees' perceptions of practice on placement

- There were also many discussions about how trainees deal with realisations that they don't agree with placement practice – as ITAP 2 takes place in term 1, they haven't any breadth of experience yet and dissonance leaves them stuck. But maybe as LMs it's useful for us to see if there is dissonance.
- More training needed with trainees how to evaluate their practice in terms of the pedagogy they used rather than other things they are thinking about such as behaviour.

Concluding thoughts

- The role and involvement of the mentors
- Guidance on completion of the ITAP
- Variation in detail of responses
- Developing teacher identity
- Choices of Signature Pedagogy

- Mentors are crucial to the success of ITAP2 and seeking greater involvement and understanding is key.

- A WAGOLL or more guidance on how to

- Is there a need to have more instruction on the need for reflection? Perhaps a follow-up PES session (or part of)

- The peer reviews strengthen them as a group
- Deep knowledge of an area helps with their efficacy and self-image as teachers

- All subjects felt that the choice was effective and spoke to the beliefs of the subject.
- Used as a focus for the development of other subject knowledge and skills.

Open Discussion Session

We would like to invite you to discuss the following with people around you for

- How does our approach differ from other ways of implementing the ITAP?
- What are your observations about ITAPs and their resultant effect on trainees' progress?
- Are you looking to change your approach?
- Do you have any questions pertaining to this research?

Approach to ITAPs

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